



**Notes**

<b>Activity #23:</b>	“Enhancing Math Learning”	
	December	
	Registrations	\$ 327.00
	Meals	0.00
	Mileage	0.00
	Substitutes	135.00
		<b>\$ 462.00</b>
	Objective #9, Level 1	
<b>Activity #24:</b>	“Interface” in Tan-Tar-A, February	
	Registration \$150.00 each	\$ 750.00
	Meals	0.00
	Rooms: \$59.00 ea. For 8 rooms	472.00
	Substitutes: 15 x \$45.00 x 2	\$ 1,350.00
	Mileage	0.00
	(Eisenhower Funded)	<b>\$ 2,572.00</b>
	Objectives #8 & #9, all 3 Levels	
<b>Activity #25:</b>	“Teaching for Success: Strengthening Child-Centered Classrooms”	
	November, Society of Developmental Education, sponsor	
	Registration for 2	\$ 198.00
	Substitutes	80.00
	Mileage	0.00
		<b>\$ 278.00</b>
	Objectives #1 & #2, Level 1	
<b>Activity #26:</b>	“Reflections on Reading” Conference, St. Louis, Sponsored by the IRA, state chapter	
	St. Louis, MO, Spring	
	8 Title I	
	Registration \$90.00 each	\$ 720.00
	Rooms @ \$70.00 each 5 rooms for 2 nights	700.00
	Mileage 480 miles @ 20.5 cents a mile (Title I)	98.40
	Substitutes 8 teachers @ \$45.00 a day, 2 days	720.00
	(TITLE I)	<b>\$ 2,238.40</b>
	Objectives #1 & #3, all 3 levels	



<b>Activity #27:</b>	“Cooperative Learning Workshop”	
	2 teachers @ \$55.00 each	\$ 110.00
	Mileage: Estimated	20.00
	Meals	0.00
	Substitutes	90.00
		<b>\$ 220.00</b>
	Objective #2 & #5, Level 1	
<b>Activity #28:</b>	“Accelerated Learning Workshop”	
	2 teachers @ \$195.00 each	\$ 390.00
	Lodging and Travel	150.00
	Substitutes	90.00
		<b>\$ 630.00</b>
	Objective #10, Level 1	
<b>Activity #29:</b>	“National Council of Teachers of Math Conference”	
	Spring 2 attending	
	Registration: \$115.00 each	\$ 230.00
	Meals	92.00
	Mileage	64.00
	Lodging	147.92
	Substitutes for 1 day @ \$45.00 each per day	90.00
		<b>\$ 623.92</b>
	Objective #9, all 3 levels	
<b>Activity #30:</b>	“Strengthening Your 3rd Grade Program”	
	Bureau of Education Research	
	January	
	Registration: 2 attending	\$ 218.00
	Mileage	40.00
	Meals	11.00
	Substitutes for 2 @ \$45.00 each per day	90.00
		<b>\$ 359.00</b>
	Objectives #1, #2, & #3, all 3 Levels	
<b>Activity #31:</b>	“Music Convention” in San Antonio, TX	
	1 attending	

**Notes**





**Activity #2:** “ESL Workshop”, August  
 Presenters: TBA \$ 537.75  
 Presenters fees:  
 Food  
 Stipends: None given/in-service credit  
 Objective #5, Level 1

**Building-Level Workshops:**

**Activity #3:** “Multiple Intelligence’s”  
 Presenter: STARR Teacher  
 Stipends \$ 180.00  
 Objective #3, Level 1

**Activity #4:** “Multiple Intelligence’s”  
 Presenter: STARR Teacher  
 Stipends \$ 264.00  
 Objective #3, Level 1

**Activity #5:** “Multiple Intelligence’s”  
 Presenter: STARR Teacher  
 Stipends: 22 x \$12.00 \$ 240.00  
 Objective #3, Level 1

**Activity #6:** “Multiple Intelligence’s”  
 Series of 3 video tapes  
 3 one hour sessions \$ 680.00  
 Stipends 15 ea. Time est. 540.00  
 \$ 1,220.00  
 Objective #3, Level 1

**Activity #7:** “Multiple Intelligence’s”  
 December  
 Presenter: STARR Teacher

**Notes**



**Notes**

	Stipends: \$12.00 x 4	\$	<b>48.00</b>
	Objective #3, Level 1		
<b>Activity #8:</b>	“Special Education Referral Process”		
	Presenter: TBA	\$	50.00
	Stipends		96.00
		\$	<b>146.00</b>
	Objective #1, Level 1		
<b>Activity #9:</b>	“Brain Research” 3-part services January, February, April		
		\$	<b>672.00</b>
	Objective #3, Level 1		
<b>Activity #10:</b>	“Test Taking Strategies”		
	Presenter: TBA	\$	50.00
			180.00
		\$	<b>230.00</b>
	Objective #6, Level 1		
<b>Out-of-District</b>			
<b>Activity #11:</b>	“Introduction to Autism” Project Access		
	Lunches	\$	35.00
	Substitutes		240.00
	<b>CSPD:</b>	\$	<b>275.00</b>
	Objective #2, Level 1		
<b>Activity #12:</b>	“State Title I Conference”, Columbia, MO 5 attending for District		
	Registration: \$90.00 each	\$	450.00
	Mileage: 180 x 20.5 centers		36.90
	Meals		40.00
	<b>(TITLE I)</b>	\$	<b>526.90</b>
	Objective #1, all 3 Levels		



<b>Activity #13:</b>	“Planning the Whole School Project”	
	5 attending for District	
	Mileage	\$ 16.40
	Substitutes: 3 staff	135.00
	<b>(TITLE I)</b>	<b>\$ 151.40</b>
	Objective #4, Level 1	
<b>Activity #14:</b>	“Difficult Students”, January	
	2 attending	
	Registration	\$ 178.00
	Substitutes	90.00
		<b>\$ 268.00</b>
	Objective #1, Level 1	
<b>Activity #15:</b>	“Training At-Risk Children”, February	
	2 attending	
	Registration	<b>\$ 70.00</b>
	Objective #1, Level 1	
<b>Activity #16:</b>	“Missouri School Counselor’s Association”	
	2 attending	
	Registration	\$ 120.00
	Meals	52.00
	Hotel	90.00
		<b>\$ 262.00</b>
	Objective #1, all 3 Levels	
<b>Activity #17:</b>	“Introduction to Autism”, January	
	2 attending	
	Registration: \$89.00 each	\$ 178.00
	Mileage	41.25
	Lodging	45.00
	Meals	39.75
	<b>CSPD</b>	<b>\$ 304.00</b>
	Objective #2, Level 1	

**Notes**



**Notes**

**Activity #18:** “High Functioning Students with Autism”, April  
1 attending  
Registration: \$49.00 \$ 49.00  
Mileage 41.25  
Meals 10.25

**CSPD \$ 100.50**

Objective #2, Level 1

**Activity #19:** “Strengthening the Achievement, Motivation and  
Responsibility of At-Risk Students”, Grades 6-12  
Title I staff members  
Registration: \$90.00 each \$ 270.00  
Mileage: 180 x 20.5 centers 36.90  
Meals: \$5.50 ea. 16.50

**(TITLE I) \$ 323.40**

Objective #1, Levels 1 & 2

**Activity #20:** “Multiple Intelligence’s”  
2 attending @ \$30.00 ea. \$ 60.00

Objective #4, Level 1

**Activity #21:** “Teaching the At-Risk Student”  
\$35.00 registration for 4 attending \$ 140.00

Objective #1

**Strategy C:** Study and develop programs that expand the teaching of parenting skills.



**Strategy D:** Initiate activities that insure that we are developing higher order thinking skills.

**Objectives:**

- 1) To investigate “Socratic Questioning” as a way to tap into Higher Level Thinking Skills Development.
- 2) To study the application of high thinking skills to performance based instruction and testing.

**District-Level**

<b>Activity #1:</b>	“Higher Order Thinking Skills”		
	Presenter: TBA	\$	485.00
	Stipends		612.00
	Food		75.00
		\$	<b>1,172.00</b>
	Objective #2, Level 1		

**Building-Level:**

<b>Activity #2:</b>	“Socratic Questioning”, STARR teacher will meet informally with teachers throughout a day to lead discussion on this topic		
		\$	<b>0.00</b>
	Objective #1, Level 1		

**Out-of-District: (Spare)**

<b>Activity #3:</b>	“Igniting, Exciting and Inviting Student Thinking Workshop”		
	2 teachers		
	Registration: @\$90.00 ea.	\$	<b>180.00</b>
	Objective #2, Level		

**Strategy E:** Develop strategies and techniques to improve staff recruitment and retention.

**Notes**

**Strategy F:** Study and initiate programs that provide transitional skills for students.

<b>Totals for Goal 4</b>	<b>Used</b>	<b>Remain</b>
<b>PDC Activities Planned</b>	<b>\$22,242.71</b>	<b>\$10,020.84</b>
<b>A+ Schools</b>	<b>\$ 2,000.00</b>	<b>\$</b>
<b>Reform Grant</b>	<b>\$ 4,640.00</b>	<b>\$ 582.00</b>
<b>Title I</b>	<b>\$ 6,319.60</b>	<b>\$</b>
<b>Title II</b>	<b>\$ 2,572.00</b>	<b>\$</b>
<b>CSPD</b>	<b>\$ 679.50</b>	<b>\$</b>

**GOAL 5:** We Will Study and Implement Techniques and Programs In Order To Improve Our School Climate To Enhance Student Learning and Employee Satisfaction.

**Strategy A:** Initiate a plan to study and implement site-based management techniques.

**Building-Level Activities:**

<b>Activity #1:</b>	“Team Building”, November	\$ 40.00
	Presenter: TBA	460.00
	Stipends	168.00
	Food	120.00
		<b>\$ 788.00</b>
	Objectives #1 & #2, Level 1	
<b>Activity #2:</b>	“Team Building”, November	
	Presenter: TBA	
	Stipends 12	<b>\$ 177.00</b>
	Objectives #1 & 2, Level 1	
<b>Activity #3:</b>	“Making Change for School Improvement”	



## Notes

Presenter: TBA	\$	150.00
Stipends: 12 staff for 3 hours each		432.00
(Possible Reform Grant)	\$	<b>582.00</b>

Objective #2, Level 1

**Activity #4:**

“Team Building”		
“Communication Styles and Conflict Resolution”		
January	\$	625.00
Stipends		<b>720.00</b>
Food		50.00
	\$	<b>1,395.00</b>

Objectives #1 &amp; #2, Level 2

**Activity #5:**

“Inserting New Cultural Norms”		
November 16, Satellite Presentation		
Stipends for 8	\$	<b>135.00</b>

Objective #2, Level 1

**Activity #6:**

“Quantum Leap Learning: Accelerating and Deepening Change”		
December 14, Satellite Presentation		
Stipends for 12	\$	<b>180.00</b>

Objective #2, Level 1

**Activity #7:**

“Professional Literature/Tapes”		
“Cooperative Learning” by Spencer Kagan	\$	29.00
“Community Building in the Classroom”		22.00
“Self-Esteem Builders”		44.95
		95.95
		8.64
	\$	<b>200.54</b>

“Psychology of Winning” by Dennis Waitley, audio tapes



**Notes**

“The 7 Habits of Highly Effective People” by Stephen Covey, audio tapes  
“Parenting” Ward and June Don’t Live Here Anymore  
“Change—Coping With Tomorrow Today”  
“Managing Our Differences”  
\$ 129.85

“Assertiveness: The Right Choice” audio tapes  
“Power of Effective Listening” audio tapes  
“Self-Profile”, “Coping With Difficult People”  
“Team Building”, “Listen Up”  
“Balancing Career and Family”  
\$ 129.00

“Conflict Management”  
“A New Attitude”  
\$ 120.00

**Out-of-District**

**Activity #8:** “Restructuring Your School”  
5 teachers @ \$395.00 \$ 1,975.00  
Lodging and Travel 1,600.00  
\$ 3,575.00

**Activity #9:** Objectives #1 & #2, Level 1  
“Managing Difficult People”  
October, 4 attending \$ 218.00  
Lunch 22.00  
\$ 240.00

Objective #1, Level 1

**Strategy B:** Insure that proper safety and security programs are in place.

**Strategy C:** Develop staff and student recognition programs.

**Strategy D:** Initiate programming designed to improve student attendance.



## Notes

Totals for Goal 5	Used	Remain
PDC Activities Planned	\$ 7,299.68	\$ 2,721.16
A+ Schools	\$	\$
Reform Grant	\$ 582.00	\$
Title I	\$	\$
Title II	\$	\$

**GOAL 6:** We Will Maintain Fiscal Practices That Will Meet Current and Future Educational Programs.

**Strategy A:** Develop all available funding sources and alternative opportunities.

**Strategy B:** Study and commit to long-range and short-range planning for district programming.

Totals for Goal 6	Used	Remain
PDC Activities Planned	\$ 7,299.68	\$ 2,721.16
A+ Schools	\$	\$
Reform Grant	\$ 582.00	\$
Title I	\$	\$
Title II	\$	\$

End



**Notes**

**Sample**

**The Francis Howell School District Professional Development Plan  
for  
Student Achievement  
2000-2001**

The District's Professional Development Plan (PDP) reflects the District Professional Development Committee's (PDC's) goals and activities as tied to the FHSD Improvement Strategies of the Comprehensive School Improvement Plan (CSIP) under Strategy 8: "We will implement the appropriate training for staff to guarantee an exemplary educational program." For clarification purposes, the correlating improvement strategies are indicated in the Professional Development Plan (PDP).

The District Professional Development Committee Facilitator developed the draft evaluation of the 1999-2000 PDP and a draft of the 2000-2001 PDP, and shared it with the PDP Writing subcommittee on September 6, 2000. This subcommittee included the District PDC co-chairs and three other District PDC members, the Director and the facilitator of Curriculum and Instruction. The revised plan was presented to District PDC members for revision and approval on September 28, 2000 and to the Francis Howell School District Board of Education on October 5, 2000.

This Professional Development Plan is being submitted according to requirements of the Outstanding Schools Act of 1993 (SB380, Section 7; RSMo):

**7.1** "Beginning with fiscal year 1994 and for all fiscal years thereafter, in order to be eligible for state aid distributed pursuant to section 163.031, RSMo., a school district shall allocate one percent of monies received pursuant to section 163.031, RSMo, exclusive of categorical additions, to the professional development committee of the district as established in subdivision (1) of subsection 4 of section 168.500 RSMo. Of the monies allocated to the professional development committee in any fiscal year as specified by the subsection, seventy-five percent of such funds shall be spent in the same fiscal year for purposes determined by the professional development committee after consultation with the administrators of the school district and approved by the local board of education as meeting the objectives of a school improvement plan of the district that has been developed by the Board."

**The Mission of Professional Development**

"Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development. School Board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district-level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology, and assessment.



Educators derive benefits from pursuing both individual and organizational interests. Technology transfer, collegial exchanges, enhanced content knowledge, and skill development can all contribute to increasing both individual and organizational capacity.

Professional educators continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. This requires time and opportunities for observing and practicing new ways of teaching, learning, and networking in and out of the classroom. Sustained training to develop and hone teaching skills is a worthy goal for teachers and can be supported with professional development monies.

To develop a strong, well-organized professional development program, teachers, administrators, and school board members must work as a team for success. Everyone must be totally committed to the improvement of instruction for enhanced and sustained learning. Collaborative partnerships will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education, and the state will enhance the improvement process. Effective systemic reform and reculturing will ensure that each student learns well, applies his/her knowledge and continues achieving in and out of school.”

To align local professional efforts with state guidelines, the following critical questions must be considered:

- Does the professional development program relate to the District Comprehensive School Improvement Plan (CSIP) and the MSIP professional development standards?
- Is each professional development activity consistent with the vision and the goals of the district’s professional development plan?
- Does each professional offering enhance the participant’s repertoire of skills and content knowledge?
- Does each professional development activity involve active learning processes?
- Does each professional development offering lead to improvement of teaching practice?
- Does each professional development offering eventually help students become better and more efficient learners?

*Mission of Professional Development, Page 3*  
*-Missouri Professional Development Guidelines for Student Success*



## Notes

## IMPROVEMENT OBJECTIVES

1. **The Francis Howell School District dropout rate will be at or below two percent annually.**

Evaluation Method: Annual Core Data Dropout Data

2. **The Francis Howell School District's average daily attendance will be ninety-seven percent or higher annually.**

Evaluation Method: Annual Core Data ADA Data

3. **One hundred percent (100%) of the Francis Howell School District graduates will be placed in a 4-year or 2-year college or university, post-secondary training, military or productive occupation following graduation.**

Evaluation Method: Data obtained from senior surveys, 1-year graduate survey and 4-year graduate survey.

4. **The Francis Howell School District will demonstrate increased academic achievement as evidenced by the following:**

- A. Two percent annual increase in the district's average percentile score on the Comprehensive Test of Battery Skills (CTBS) assessment in the areas of Language Arts, Math, Science and Social Studies over five years.

Evaluation Method: Annual CTBS Test Data

- B. Eighty percent of the Francis Howell School District students will score in the proficient or advanced proficiency level of all MAP tests when available.

Evaluation Method: Missouri Assessment Program (MAP) Test Data

5. **Seventy-five percent (75%) or more of the homes, businesses and community will support the vision of the Francis Howell School District.**

Evaluation Method: Annual satisfaction surveys, building surveys, bond issue election results and participation data.



### **Francis Howell School District Improvement Strategies**

### **Notes**

1. We will develop and implement a facilities plan to support an exemplary educational program. (14.1A-14.2)
2. We will develop and implement an information, communication, and learning plan that addresses technological needs to support the programs mandated by the vision and strategic goals. (6.1, 7.1, 8.1, 10.1)
3. We will analyze, prioritize, and restructure the curriculum, instruction, and assessment programs to meet special needs and relevant accountability systems. (1.1-1.3, 6.1, 7.1, 9.1, 16.1-16.3, 17.1)
4. We will implement a working partnership between home, school, and community. (13.5)
5. We will develop and implement an effective financial plan that will meet the vision and strategic goals of the Francis Howell School District. (13.1-13.5)
6. We will establish and implement effective differentiated instructional programs that meet the special needs of various student populations. (7.1, 8.1A-8.7)
7. We will recruit, hire, and retain quality staff to implement an exemplary educational program. (2.1, 5.2, 13.3)
8. We will implement the appropriate training for staff to guarantee an exemplary educational program. (12.1A-12.1B, 15.1-15.3)

(Corresponding Missouri School Improvement Program (MSIP) Standards and Indicators)



Improvement Strategy:	Facilitated by:	Resources	Evaluation
#2 - We will develop and implement an information communication and learning plan that addresses technological needs to support the programs mandated by the vision and strategic goals. (6.1, 7.1, 8.1, 10.1)			
Provide release time/stipends for teacher training in the area of technology	District-PDC	\$0.00	Technology funds will be included in each Building-PDC allocation.
	Building-PDC		Year-end evaluation of opportunities available in the area of technology will determine whether this has been a better way to incorporate technology training at sites.
	Administrators		
#3 - We will analyze, prioritize and restructure the curriculum, instruction and assessment programs to meet special needs and relative accountability systems. (1.1-1.3, 6.1, 7.1, 9.1, 16.1-16.3, 17.1)			
Fund participation of teachers and administrators in conferences and training opportunities related to curriculum development and implementation. Provide release time/stipends for teachers to conduct district curriculum studies, revise, implement, monitor and evaluate district curriculum, instructional activities, exit goals, assessments, alignment with state standards and guidelines. This fund will also provide release time/stipends to facilitate the transition from curriculum adoption to effective implementation.	C & I Facilitators	\$65,000.00	Committee meeting minutes distributed to all committee members and to all buildings. Liaisons to committees to report to representative groups. Continuous evaluation of program performance. (Documentation of growth through school improvement plans.) Annual written evaluation of all activities
	District-PDC		
	Curriculum Committee		
	Administration		

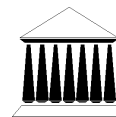


Improvement Strategy:	Facilitated by:	Resources	Evaluation
#4 - We will implement a working partnership between home, school and community.			
Fund District Site Support Team (SST) meetings and supplies. Provide training opportunities for the District's Site Support Team. Provide opportunities for SST and PDC's to collaborate and focus on the school/site improvement plans.	C & I Facilitators District-PDC Administration	\$3,000.00	Site Support Team (SST) meetings held to share information with school representatives. SST minutes shared with all sites. Liaison from D-PDC will attend all SST meetings and report to District-PDC. One of the MAP Senior Leaders will attend all SST meetings.
#7 - We will recruit, hire, and retain quality staff to implement an exemplary educational program.	C & I Facilitators District-PDC Administration Mentors		
Provide support for beginning teachers:			
A.) Provide a mentor/mentee program for first year teachers that includes:			Mentor training will be provided and evaluated. Evaluation of mentor program will take place yearly,
* Mentor training for teachers	<i>Mentor training</i>	\$2,500.00	with information being sought from each mentee,
* Assignment of mentors to first year teachers	<i>Mentor stipend</i>	\$23,520.00	mentor and principal involved in the program.
* Release time to observe, collaborate	<i>Mentor/Mentee release</i>	\$10,000.00	
* Mentor training for principals			
B.) Continue the Beginning Teacher Network (BTN) as a support system and professional growth opportunity for first year teachers.	Meeting expense Additional funding	\$1,500.00 FHEA	Ongoing evaluation of program from BTN participants. Funding from FHEA amounts to \$1,000.00
C.) Provide support for 2nd year teachers and teachers new to the district or their position by providing release time and stipends for teachers to observe/meet with colleagues and/or attend professional development activities.	<i>Release time/stipends</i>	\$9,000.00	Evaluation of program by participants and administrators. This opportunity for collaboration and support is now called "Mentoring Beyond the First Year" to more accurately reflect its purpose.



## Missouri Professional Development Guidelines

Improvement Strategy:	Facilitated by:	Resources	Evaluation
#8 - We will implement the appropriate training for staff to			
guarantee an exemplary educational program.			
(12.1A-12.1B, 15.1-15.3)			
Analyze building/district needs and provide opportunities	C & I Facilitators		
which expand knowledge, build collegiality among staff	District-PDC		
members, and support teachers in their continual efforts to	Support Staff PDC		
improve instruction by:	Administrators		
	MAP Mentors		
A.) developing, conducting, compiling information and		Supplies	Needs assessment created, based on CSIP
distributing the results of a district-wide staff development		Time	and Building SIP goals. Results tallied and
needs assessment.			shared with groups involved in planning.
B.) providing scheduled time for professional development	Calendar committee	Early release days (3)	Use of days will be monitored and activities
activities		Dist. Prof. Dev. Day	of all sites will be shared through District-PDC
C.) planning, implementing, coordinating and evaluating	<i>In-district presenters</i>	\$10,000.00	CSIP, Building SIPs and needs assessment
district-wide staff development activities utilizing both in and	<i>Out-of-district presenters</i>	\$8,500.00	will guide planning. Follow-up activities will
out-of-district presenters and the FHSD Presenters' Cadre	<i>MAP Cadre</i>	<i>Eisenhower Funds</i>	be planned at the end of each activity.
D.) continuing to expand the resources of the District-PDC	C & I Secretary	\$2,000.00	Input from staff and SST will guide purchases.
Professional Library so that it can be used as a resource for			Checkouts will be monitored and input sought on
staff and school improvement teams.			materials available.
E.) funding activities for school/site improvement teams.		\$0.00	Monies for school improvement teams
			are included in Building-PDC allocations
F.) supporting individual professional development, and			Written documentation of Building-PDC
supporting PD at each school/community site through:			activities are incorporated into school
*special funding requests	<i>Allocations to buildings</i>	\$211,549.80	improvement plans. Building-PDC
*District-PDC liaisons to buildings	<i>Facilitator allocation</i>	\$1,500.00	will submit end-of-year report, including the
*joint meetings and planning	<i>B-PDC Chairs' meetings</i>	\$2,000.00	carry-over projected amount to the
*Building PDC chair's meetings	<i>D-PDC Meetings</i>	\$24,430.00	C & I Facilitator by May 30, 2001
*District-PDC minutes/communication to buildings	<i>D-PDC Supplies</i>	\$4,000.00	
*Administrative liaisons to District-PDC	<i>Teacher Grants</i>	\$9,000.00	Recipients of teacher grants will be required to
*allocation of funds			turn in an end-of-year report which will include the
*support for buildings merging their SIT and PDC			documentation of hours and projects as applicable.
<b>Total funding (\$347,848 (1%) allocation, \$49,651.80 (15%) carry-over</b>		<b>\$397,499.80</b>	



## Supporting Documents and Resources

## Notes

- The Francis Howell School District Professional Development Committee (DPDC) has planned its 2000-2001 program using the Mission of Professional Development from *Missouri's Professional Development Guidelines for Student Success*, the Francis Howell Strategic Goals, Fundamentals of Continuous Improvement, the National Staff Development Council's Standards for Staff Development and the FHSD Comprehensive School Improvement Plan as the framework for this Professional Development Plan (PDP).
- Policies and procedures for the District Professional Development Committee (DPDC) are included in the following Board Policies and Regulations:
 

Policy 4410GE	Staff Development
Regulation 4410CR	Staff Development
Policy 4420GE	Conference and Travel
Policy 4430GE	District Committees
- The FHSD Mentor Handbook includes guidelines for the district's mentoring program.
- Francis Howell mentors must sign the "Mentor Contract, 2000-2001" in order to participate as mentors.
- The District-PDC budget is distributed and is included as a standing report at each District-PDC meeting.
- Employees requesting funds for out-of-district staff development activities use FHSD Form 0120, "Employee Request for Out of District Staff Development"
- "Use of FHSD-PDC Funds for In-State and Out-of-State Travel, 2000-2001 for Certificated Staff, Presenters or Participants" is used as a guideline in conjunction with the district's "Expense Report" guideline for funding participants to workshops or conferences using PDC funds.
- "Francis Howell School District 2000-2001 Guidelines for: District Teachers Serving as Presenters & Stipend Rates" is used as a guideline for payment of in-district presenters.
- Selection of the FHSD Teacher of the Year is outlined in "Francis Howell School District Teacher of the Year Nominating Procedures" information.
- Building PDCs are responsible for submitting a plan with goals and documentation of annual expenditures to District PDC by May 31, 2001. Furthermore, Building PDC funding allocation for staff training is included in the School Improvement Plans.



### Notes

- The Francis Howell School District has a Support Staff Professional Development Committee. Members are elected to that committee by job category and serve a two-year term. The Support Staff Committee roles and responsibilities are established by Board Policy. The support staff was included in the District PDC needs assessment of spring, 2000, and the Support Staff PDC participates in the planning and implementation of the All-District Staff Development Day. Support staff has funding for professional development. Guidelines and procedures are established in the booklet “Professional Development for Francis Howell School District Support Staff, 2000-2001” that is made available to all support staff employees in the district. Policies and procedures for the District Professional Development Committee are included in the following Board Policies and Regulations:

Policy 4410GE

Regulation 4410CR

Policy 4420GE

Policy 4430GE

Staff Development

Staff Development

Conference and Travel

District Committees



### Total FHSD PDC Budget for 2000-2001

Building	Enrollment	x\$10.00/146.70	Site Team	\$10+Site
Becky-David	1169	\$11,690.00	\$300.00	\$11,990.00
Castlio	1029	\$10,290.00	\$300.00	\$10,590.00
Central	983	\$9,830.00	\$300.00	\$10,130.00
Daniel Boone	485	\$4,850.00	\$300.00	\$5,150.00
Fairmount	1238	\$12,380.00	\$300.00	\$12,680.00
Henderson	772	\$7,720.00	\$300.00	\$8,020.00
Harvest Ridge	854	\$8,540.00	\$300.00	\$8,840.00
Independence	832	\$8,320.00	\$500.00	\$8,820.00
John Weldon	772	\$7,720.00	\$300.00	\$8,020.00
Warren	545	\$5,450.00	\$500.00	\$5,950.00
Barnwell	952	\$9,520.00	\$300.00	\$9,820.00
Hollenbeck	876	\$8,760.00	\$300.00	\$9,060.00
Francis H. Middle	1040	\$10,400.00	\$300.00	\$10,700.00
Bryan	634	\$6,340.00	\$300.00	\$6,640.00
Saeger	940	\$9,400.00	\$300.00	\$9,700.00
FHHS	1491	\$14,910.00	\$300.00	\$15,210.00
FHN	2161	\$21,610.00	\$300.00	\$21,910.00
FHC	2163	\$21,630.00	\$300.00	\$21,930.00
Union	110	\$1,100.00	\$300.00	\$1,400.00
ECFEC-Cent.	4T/19PE=23	\$3,374.10	\$300.00	\$3,674.10
ECFEC-Hack.	8T/12PE-20	\$2,934.00	\$300.00	\$3,234.00
ECFEC-Harv/Wel.	31T/10PE=41	\$6,014.70	\$300.00	\$6,314.70
Timberlake	10	\$1,467.00	\$300.00	\$1,767.00
Administration	Through SST		<b>\$7,300.00</b>	
Annex	Through SST			
<b>Subtotal(Schools)</b>	19046	\$204,249.80		\$211,549.80
D-PDC Imp. Inst.		\$45,750.00		
D-PDC Release		\$130,200.00		
Mentor-Mentee		\$10,000		
Technology		\$0.00		
CSD		\$0.00		
MAP (Eisenhower)		Eisenhower	\$1000(4)/\$500(40+release)	
SST Funding (\$300/\$500)		\$7,300.00		
<b>Total</b>		<b>\$397,499.80</b>		



## Notes



## Appendix G

# Planning, Implementation and Evaluation of Professional Development

- G-1 National Staff Development Council (NSDC) Standards**
- G-2 “Alignment” and “Making Connections”**
- G-3 Models of Staff Development**
- G-4 Normandy Professional Development Committee Annual Needs Assessment**
- G-5 National Staff Development Council (NSDC) “Time”**
- G-6 Timeline: Constructing Your Professional Development Plan**
- G-7 Data to Inform/Guide Decision-Making**
- G-8 Levels of Use and Effective Steps of Professional Development**
- G-9 Adult Learning and the Professional Development Plan and Activities**
- G-10 Five Levels of Program Evaluation**
- G-11 Individual Teacher Portfolio**



## Notes



## Section G-1



# National Staff Development Council (NSDC) Standards



## Notes

### G-1 National Staff Development Council (NSDC) Standards

The National Staff Development Council (NSDC) has established national standards aimed at giving schools, districts, and states direction in what constitutes quality staff development for all educators. The bottom line is that staff development must shift from counting how many staff participate and whether they enjoyed the session, to determining whether the system is improving student achievement. The standards address the often-asked question, “What are the best approaches for successful staff development?”

#### CONTEXT

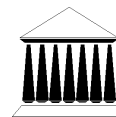
Effective high school, middle level, and elementary school staff development:

- Requires and fosters a norm of continuous improvement.
- Requires strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents, and the community to be advocates for continuous improvement.
- Is aligned with the school’s and the district’s strategic plan and is funded by a line item in the budget.
- Provides adequate time during the work day for staff members to learn and work together to accomplish the school’s mission and goals.
- Is an innovation in itself that requires study of the change process.

#### PROCESS

Effective high school, middle level, and elementary school staff development:

- Provides knowledge, skills, and attitudes regarding organization development and systems thinking.
- Is based on knowledge about human learning and development.
- Provides for the three phases of the change process: initiation, implementation, and institutionalization.
- Bases priorities on a careful analysis of disaggregated student data regarding goals for student learning.
- Uses content that has proven value in increasing student learning and development.
- Provides a framework for integrating innovations and relating those innovations to the mission of the organization.
- Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization.
- Uses a variety of staff development approaches to accomplish the goals of improving instruction and student success.
- Provides the follow-up necessary to ensure improvement.
- Requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegially.
- Requires knowledge and use of the stages of group development to build effective, productive, collegial teams.

**CONTENT**

Effective high school, middle level, and elementary school staff development:

- Increases administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of students.
- Facilitates the development and implementation of school- and classroom-based management which maximizes student learning.
- Addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.
- Enables educators to provide challenging, developmentally appropriate curricula that engage students in integrative ways of thinking and learning.
- Prepares teachers to use research-based teaching strategies appropriate to their instructional objectives and their students.
- Prepares educators to demonstrate high expectations for student learning.
- Facilitates staff collaboration with and support of families for improving student performance.
- Prepares teachers to use various types of performance assessment in their classrooms.

Effective high school and middle level staff development:

- Prepares educators to combine academic student learning goals with service to the community.
- Increases administrators' and teachers' ability to provide guidance and advisement to adolescents.

Effective middle level staff development:

- Increases staff knowledge and practice of interdisciplinary team organization and instruction.

**More Information**

- The complete list of the National Staff Development Council (NSDC) standards is available on the NSDC web site at [www.nsdc.org/standards.html](http://www.nsdc.org/standards.html).
- The monthly "Results" column on using the standards is also available on the web.
- NSDC has published three study guides for the elementary, middle, and high school levels. Each standard is accompanied by a two-page discussion that includes a rationale, examples, outcomes, discussion questions, and references. Each also includes an assessment instrument and suggestions for use.
- In addition, NSDC has published a trainer's kit to assist the staff developer in implementing the standards.



## Notes



## Section G-2



# **“Alignment” and “Making the Connections”**



# ALIGNMENT

- 1. Comprehensive School Improvement Plan (CSIP)**
- 2. District Professional Development Plan for Staff (DPDP)**
- 3. School Improvement Plan (SIP)**  
School Professional Development Plan for Staff
- 4. Individual Development Plan (IDP)**



## Making the Connection

### **District Goal**

*District 397 will improve student performance in reading across the curriculum.*

### **School Goal**

*397 Middle School will develop and implement strategies for teaching/reinforcing appropriate reading skills in all classes.*

### **Individual Development Plan**

*John Doe will implement the teaching of appropriate reading skills and use appropriate instructional strategies to support the improvement of student performance in reading.*



## Notes



## Section G-3



# Models of Staff Development



## Notes

## MODELS OF STAFF DEVELOPMENT

### Rationale

The growth of staff development programs in recent years has resulted from a belief that effective staff development is necessary to increase student achievement. A growing body of research on the effectiveness of staff development programs has identified the characteristics of productive programs. The characteristics include:

- Connectedness to school settings and to school-wide efforts;
- Involvement of teachers as planners;
- Providing choice and differentiated learning opportunities.
- Use of demonstration, supervised practice, and feedback as part of training; and
- Ongoing assistance and support.

Although there are many ways in which educators may learn, training continues to be the dominant model. In many districts staff development equates to training. Differentiated models of staff development are described to illustrate that there are many ways, in addition to training, to improve job-related knowledge, skills, or attitudes (Sparks and Loucks-Horsley, 1990). Five models are offered as useful methods for accomplishing the goals of staff development:

### *INDIVIDUALLY GUIDED STAFF DEVELOPMENT*

The learner designs learning activities. One of the assumptions of this model is that individuals are motivated by being able to select their own learning goals and means for accomplishing those goals. One belief which undergirds this model is that self-directed development empowers teachers to address their own problems and, by doing so, creates a sense of professionalism.

### *OBSERVATION/ASSESSMENT*

Instructional practices are improved through classroom observation and feedback. Having someone else in the classroom to view instruction and give feedback or provide reflection is a powerful way to impact classroom behavior. This model uses colleagues or other personnel to act as another set of “eyes and ears” for the teacher. Opportunities for analysis and reflection on professional practice are available in this format.

### *INVOLVEMENT IN A DEVELOPMENT/IMPROVEMENT PROCESS*

Systematic school improvement processes typically involve assessing current practices and determining a problem and a solution that will improve student outcomes. The solution might include developing curriculum, designing programs, or changing classroom practice. New skills or knowledge may be required which can be accomplished through reading, discussion, observation, training, and experimentation. Consequently, involvement in the improvement process can result in many new skills, attitudes, and behaviors.

### *TRAINING*

A training design includes the selection of objectives, learning activities, and outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of training, and “executive control” need to be included as well. The improvement of teachers’ thinking should be a critical outcome of any training program. The most effective training programs include exploration of theory, demonstrations of



practice, supervised trial of new skills with feedback on performance, and coaching within the workplace.

### *INQUIRY*

Teachers formulate questions about their own practice and pursue objective answers to those questions. Inquiry involves the identification of a problem, data collection (from research literature and classroom data), data analysis, and changes in practice with additional data collection. The inquiry can be done individually or in small groups. This model is built on a belief that the mark of a professional teacher is the ability to take “reflective action.”

Standards for Staff Development, National Staff Development Council (1995), p. 29 NSDC: Oxford, Ohio

### Notes



## Notes



## Section G-4



# **Normandy Professional Development Committee Annual Needs Assessment**



## Notes

**Normandy Professional Development Committee (PDC) Annual Needs Assessment (2001-2002)**

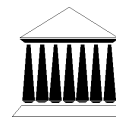
Your School: \_\_\_\_\_

Directions: Please complete the following to assist your Professional Development Committee (PDC) in planning capacity building and professional development opportunities for the 2000-01 school year. When complete, please return to your building PDC representative by Thursday, June 1st. Thank you.

Indicate with a check mark in the columns to the right, the “level of comfort and understanding” you have related to each of the following: *(Note: If you don’t know what a particular term or phrase means, then you would mark a “low” level of comfort for that item. If you check a “high” level of comfort, that would indicate that you use or have applied the strategy and could teach others how to use it. Remember that this is a survey and there are no right/wrong answers!)*

	Low			High		NA
	1	2	3	4	5	
1. Aligning my curriculum to the Show-Me Standards						
2. Adjusting my instruction to different learning styles						
3. Aligning my classroom assessments to performance standards and Missouri Assessment Program (MAP) response items						
4. Articulating my school’s instructional curriculum across grade levels						
5. Articulating my classroom instructional curriculum across disciplines/content areas						
6. Adapting my instruction for inclusion						
7. Using multiple intelligences in my instructional delivery						
8. Participating in study groups or doing action research						
9. Using authentic assessment strategies						
10. Using differentiated instruction to address student learning issues/challenges						
11. Using cooperative discipline to better manage my classroom						
12. Using technology for instructional delivery						
13. Using integrated “reading/writing across the disciplines”						
14. Using guided and/or independent student reading						
15. Using projects as learning activities/assignments						
16. Using cooperative discipline strategies regularly						
17. Designing constructed response assessments						
18. Developing scoring guides for classroom assessments						
19. Inquiry teaching (Experiments, PBL, research-based)						

Continued

**(Needs Assessment continued)**

20. Portfolio development (for myself or my students)
21. Teaching through context
22. Using brain-based research to design learning
23. Mapping curriculum
24. Clustering standards to create performance tasks
25. Teaching for higher order thinking skills
26. Using Socratic and open-ended questioning
27. Using cognitive coaching to improve performance

Low			High		NA
1	2	3	4	5	

**Notes**

28. Are there any other professional development needs that should be addressed next year?

---

---

---

---

---

---

29. List any educational, computer-assisted/learning software that you would like to acquire or learn how to use:

---

---

---

---

---

---

[NOTE: The Normandy School District's Professional Development Committee (PDC) reviewed Missouri School Improvement Program (MSIP) expectations and the research connected to "best practices." From that collection of information, they constructed a needs assessment that collected data from teachers indicating the degree to which they could teach others how to improve student achievement to meet MSIP requirements and how to implement "best practices" to help in the task of improving student performance.]



## Notes



## Section G-5



# National Staff Development Council (NSDC) “Time”



## Notes

*Information Provided by the National Staff Development Council (NSDC)*

# Time

## to Grow and Learn

“Time for planning and professional development is urgently needed--not as a frill or add-on, but as a major aspect of the agreement between teachers and districts.”

*Prisoners of Time, 1994*

Teachers should spend at least one-fourth or twenty-five percent of their work-time learning to improve their teaching. Other than workshops, there are other ways to improve teaching such as:

- ◆ Planning lessons and critiquing students’ work with colleagues
- ◆ Observing and coaching in each other’s classrooms
- ◆ Conducting action research
- ◆ Participating in a study group
- ◆ Mentoring a new teacher
- ◆ Developing curriculum
- ◆ Doing school improvement planning
- ◆ Examining new technological resources to supplement lesson planning

## WHAT SOME SCHOOLS ARE DOING

### **Canton Middle School Baltimore, Maryland**

Teachers teach three 90-minute classes and have one 70-minute planning period daily. Each year, they have 18 half days for workshops and intensive work with each other. A majority of the staff works an additional five weeks during the summer to write curriculum for the following school year and earns \$15 an hour.

### **Iowa City Community School District Iowa City, Iowa**

All students go home one hour early every Thursday. But teachers continue working until 4 p.m., with the extra time devoted to staff development. The first and third Thursdays of the month are devoted to the building’s staff development agenda; second and third are district-wide staff development times.

### **Holt Public Schools Holt, Michigan**

Middle and high schoolers start school at 11:30 a.m. every Wednesday, four hours after teachers start their day. Teachers voted to exchange their daily prep period for one long period together every week. Students have slightly longer days on the other four days of the week.

**Holtville High School****Holtville, California**

Classes begin 30 minutes later on Wednesdays but teachers arrive 30 minutes earlier than on the other four days of the week. This gives teachers one hour for collaborative planning.

**Deepwood Elementary School****Round Rock, Texas**

The principal limits faculty meetings to one Wednesday a month. Study groups--small groups of teachers who work together to learn more about a topic of interest to them--meet after school on the other three Wednesdays. All teachers are asked to reserve every Wednesday for these meetings.

**Hefferan Elementary School****Chicago, Illinois**

Students have four intense days of classroom work each week and a fifth day called Resource Day. On Resource Day, they are involved in art, music, physical education, library, and computer lab. Their regular classroom teachers then have intensive professional development time every week.

**Q & A****The National Staff Development Council believes that ...**

effective staff development provides adequate time during the work day for staff members to learn and work together to accomplish a school's mission and goals.

*How much time is necessary?*

The National Staff Development Council (NSDC) believes 25 percent of an educator's work time should be devoted to learning and collaboration with colleagues. But that doesn't mean sending teachers to workshops for 25 percent of their worktime. That learning time should include the hours that teachers spend planning with their colleagues, writing curriculum during the summer, working on school improvement plans, doing classroom-related research, participating in study groups, mentoring a new teacher, observing and coaching each other, and many other related learning activities.

*Why don't teachers just go to school after students leave every day?*

The many demands of their work often leave teachers exhausted by the end of the school day. That means they're focusing on their own learning needs when they are not at their peak. The National Staff Development Council (NSDC) also believes that telling teachers to learn on their own time sends the wrong message to educators about the value of their own learning.

**LEARNING  
MUST BECOME  
A SEAMLESS  
PART OF A  
TEACHER'S  
WORKLIFE.**

*Teachers in my district are already out of the classroom for many hours every year for workshops. I'm not interested in taking more time away from students.*

Providing more time for teacher learning should never lead to reducing the time students spend with teachers. By examining the variety of ways that teachers can learn on-the-job, schools can structure programs that enable teachers to continue learning while also ensuring that students are not short-changed.



## Notes

### To Learn More About

# Time

- ◆ *What Matters Most: Teaching for America's Future* by the National Commissions on Teaching & America's Future, chaired by Linda Darling-Hammond. Influential 1997 national report that makes the case for investing in teacher learning as the route to improved student learning. Price: \$20. Phone: (888) 492-1241.
- ◆ "Finding Time for Professional Development." a web page by North Central Regional Educational Laboratory. Devoted to examining options for more professional development time. Its address is [www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm](http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm).
- ◆ *Prisoners of Time*, the report of the National Education Commission on Time and Learning. Outlines the time challenge and suggests strategies for solutions. Available at [www.emich.edu/public/emu\\_programs/tlc/toc.html](http://www.emich.edu/public/emu_programs/tlc/toc.html). Or order #065-000-00640-5. Price: \$6.75. Phone: (800) 299-5486 or Fax: (703) 243-0496.
- ◆ *Teachers Take Charge of Their Learning: Transforming Professional Development for Student Success* by the National Foundation for Innovation in Education. Addresses rationale for teacher development and relationship between teacher and student learning. Price: \$15. Order from NFIE Publications, P.O. Box 509, West Haven, CT 06516. The report also is posted on NFIE's web site at [www.nfie.org/takechar.htm](http://www.nfie.org/takechar.htm).

Visit the National Staff Development Council's (NSDC's) Online Library at [www.nsdco.org/library](http://www.nsdco.org/library) for articles from NSDC publications regarding use of time. The NSDC Board of Trustees resolution regarding this topic also appears on the web site.

The National Staff Development Council (NSDC) is a nonprofit educational association with 8,000 members who are primarily district administrators, principals, and teachers committed to high levels of learning and performance for all students and staff members.

National Staff Development Council  
P.O. Box 240  
Oxford, OH 45056  
Phone: (513) 523-6029  
E-mail: [nsdcoffice@aol.com](mailto:nsdcoffice@aol.com)



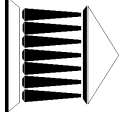
## Section G-6



### **Timeline: Constructing Your District's**

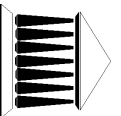
# PROFESSIONAL DEVELOPMENT PLAN CONSTRUCTION TIMELINE

Task Name	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
1. Professional Development Committee (PDC) reviews Missouri Assessment Program (MAP) and any other data to be used										X		
2. Professional Development Committee (PDC) reviews progress toward previous Professional Development Plan (PDP) goals									X	X		
3. Shares data/info with staff and community and gets feedback										X		
4. Draft/revise multiple year Professional Development Plan (PDP) based on data and staff/school community review											X	
5. Revise Professional Development Plan (PDP) based on staff/school community review	X											
6. Distribute revised Professional Development Plan (PDP) for staff/school community review			X									
7. Construct budget based on revised plan				X								
8. Implement new/revise Professional Development Plan (PDP)					X							



# PROFESSIONAL DEVELOPMENT PLAN CONSTRUCTION TIMELINE

Task Name	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
9. Conduct formative assessment measures	X	X	X	X	X	X	X	X	X	X	X	X
10. Adjust Professional Development Plan (PDP) activities as necessary	X	X	X	X	X	X	X	X	X	X	X	X
11. Conduct summative evaluation					X							
12. Conduct program evaluation on Professional Development Plan (PDP)						X	X					
13. Begin cycle again								X				





## Notes



## Section G-7



### **Data to Inform/Guide Decision-Making**



## Notes

## DATA TO INFORM/GUIDE DECISION-MAKING

Decisions regarding school improvement and improvement in teaching and learning must be made based on a review of pertinent data. The following are examples of the kind of data that must be collected, reviewed, and collaboratively discussed prior to making important decisions.

- Student academic outcome data, as reported by:
  - MAP scores
  - District tests
  - Teacher-constructed classroom assessments
  - American College Test results
  - Authentic classroom projects demonstrating each student's competencies
  - Grades earned
- Student behavioral outcomes, as reported by:
  - Attendance
  - Disciplinary referrals to the office
  - Suspensions
  - Persistence to graduation
  - School dropouts
- Teacher satisfaction data, as reported by:
  - Expressed needs and wants
  - Assignments
  - Support
  - Resources available for classroom use
  - Time for job-related professional development
  - Surveys
  - Focus groups
- Parent, business, community satisfaction, as reported by:
  - Surveys
  - Focus groups
  - Open-ended feedback collected following major school experiences
- Organizational systems data, as reflected in:
  - Reorganizing the system for change
  - Allocation of resources (time, money, people)
  - Involvement of stakeholders in planning and implementing changes
- Demographic data, such as:
  - Diversity (race, gender, religion, family structure, etc.)
  - Special needs (special education, gifted education, traumatic life experience, drug use, alcoholic or family history, etc.)
  - Free and reduced lunch
  - Community demographics
  - Involvement with juvenile/other court
  - Community services received



## Section G-8



### **Levels of Use and Effective Steps of Professional Development**



## Notes

## LEVELS OF USE AND EFFECTIVE STEPS OF PROFESSIONAL DEVELOPMENT

### Levels of Use

The purpose of professional development is to improve teaching so all students achieve at higher levels of learning. Leaders expect that staff members will have varying degrees of knowledge and expertise for any staff development priority identified. (For example, some staff members may not be familiar with the use of cooperative learning structures (Kagan), whereas other individuals may have attended workshops on this topic, practiced using the strategies in the classroom, and become quite comfortable with the strategies. Individuals will fall into one of the “Levels of Use” listed below with any particular instructional practice, strategy, skill, or program that is targeted for professional development:

- Non-use--have not yet learned about the staff development priority
- Awareness--has knowledge of the staff development priority so he/she can describe, discuss or explain what it is
- Demonstration--has experience using the strategy(ies) connected to the staff development priority; use the strategy(ies) to improve student performance related to the targets for school improvement
- Integration--is able to correlate the strategy(ies) connected to student learning and school improvement
- Mastery--has developed an expertise and confidence; is able to anticipate needs for school improvement; identifies staff development priority(ies) and applies appropriate strategies; able to train and mentor others

### Effective Steps of Professional Development

Since staff members will vary in their knowledge or experience with respect to a staff development priority (a topic of focus identified by district, building, or individual), it is important that professional development opportunities are designed to support staff at their level of experience or expertise. The following “Effective Steps for Staff Development” serve as a guideline when planning the type of professional development that will best meet the needs of staff.

Theory (for individuals at the non-use or awareness level)

Learners participate in the study of the theoretical basis or the rationale for the skill.

*Suggested training formats:* lectures, self-assessment exercises, group discussions, question/answer sessions, panels, handouts

Demonstration (for individuals at the awareness, demonstration level)

Learners observe the modeling of the skill or competency.

*Suggested training formats:* trainer demonstrations, films, case studies, questions

Practice/Feedback (for individuals at the demonstration or integration level)

Learners demonstrate/practice the new skill in a protected environment. Learners practice analysis of the behavior of others and offer constructive criticism.

*Suggested training approach:* Structures must be provided so that participants have the opportunity to demonstrate the skill in a safe environment. Trainers must have the skills to



reinforce appropriate behavior, identify but dignify inappropriate responses, offer alternative positive behaviors, and maintain the self-esteem of participants.

Coaching/Teaming (for individuals at the integration or mastery level)

Learners coach one another as they work the new skill or competency into their repertoire.

They provide each other with ideas and feedback.

*Suggested training approach:* Training must recognize the needs for follow-up in terms of coaching and teaming and provide participants with the skills or resources to develop teams or networks and to serve as effective coaches.

Adapted from: Hord, Rutherford, Huling-Austin & Hall. Taking charge of change (1987).  
ASCD.

Joyce, B & Showers, B. Student achievement through staff development.  
(2nd ed.) White Plains, NY: Longman.

## Notes



## Notes



## Section G-9

# **Adult Learning and The Professional Development Plan and Activities**



## Notes

### ADULT LEARNING

Like other students, adults have some general and specific requirements for a delivery system and environment that will support their learning. The following information is taken from a few sources to help guide Professional Development Committees (PDCs) in planning and providing effective professional development for staff.

**\*\*From the work of John Goodlad:**

#### (A) Adult Learning Preferences

- Most adults learn best by doing--get them involved!
  - Adults can learn from the experiences of peers as well as from their own experiences.
  - Adults like small-group interaction to network formally and informally.
- Adults hate to have their time wasted.
  - Post clear goals, agenda, and benefits.
  - Find a need and fix it with practical, concrete examples.
- Adults need to succeed.
  - Provide a “map of the territory” and refer to it frequently.
  - Protect adults’ self-esteem.
    - Use clear, written directions for activities.
    - Check for understanding frequently--”turn to your neighbor and...”
    - Call on volunteers; never use sarcasm.
  - Establish procedures for returning from breaks or lunch and a zero noise signal ahead of time.
- Adults need comfort.
  - Establish breaks approximately every 75 minutes.
  - Provide a variety of refreshments, especially if in-service workshop is after a full day of teaching (de-caf and regular coffee, teas, juices, and healthy snacks are preferable choices.)
  - Graciously accommodate late-comers and those who need to leave early.

#### (B) Adults Prefer Learning Situations Which:

- Are practical and problem-centered, so...
  - Give overviews, summaries, examples, and use stories.
  - Plan for direct application of new information.
  - Design collaborative, problem-solving activities.
  - Anticipate questions as new learning occurs.
  - **CAUTION** -- Guard against becoming too theoretical.
- Promote their positive self-esteem, so...
  - Provide low-risk activities in small group settings.
  - Plan for building success incrementally.
  - Help them become more effective and competent.
  - **CAUTION** -- Readiness to learn depends on self-esteem.



- Integrate new ideas with existing knowledge, so...
  - Help them recall what they already know that relates to the new ideas.
  - Help them see how the new information is relevant to them.
  - Plan ways they can share their experience with each other.
  - **CAUTION** -- Find ways to assess participant knowledge before an event.
- Show respect for the individual learner, so...
  - Provide for their needs through breaks, snacks, coffee, comfort.
  - Provide a quality, well-organized experience, that uses time effectively.
  - Avoid jargon and don't "talk down" to participants.
  - Validate and affirm their knowledge, contributions, and successes.
  - Ask for feedback on your work or ideas.
  - **CAUTION** -- watch your choice of words to avoid negative perceptions.
- Capitalize on their experience, so...
  - Don't ignore what they know; it's a resource for you.
  - Plan alternative activities so you can adjust to fit their experience level.
  - Create activities that use their experience and knowledge.
  - Listen before, during, and after the event.
  - **CAUTION** -- Match the degree of choice to their level of development.

\*\*From "Assumptions About Staff Development Based on Research and Best Practice," by **Fred H. Wood** and **Steven R. Thompson** (Fall 1993). *Journal of Staff Development* 14 (4): 52-57.

Just as it is important for teachers to plan instruction based upon what they know about how their students learn, staff developers need to be much more aware of how adults learn and the implications of this for designing and implementing inservice programs. For example:

- Adults will commit to learning when the goals and objectives are considered realistic and important to them. Therefore, staff development should address areas that educators believe are important and have immediate application in the "real world."
- Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs. Therefore, staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.
- Adult learning is ego-involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self. Therefore, staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
- Adults need to see the results of their efforts and have feedback on how well they are doing. Therefore, inservice should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.



## Notes

- Adults are much more concrete in the way they operate than formerly thought. Therefore, educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
- Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation. Therefore, staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.
- Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. Therefore, staff development must accommodate the diversity in terms of needs, knowledge, readiness to learn, etc.
- Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence. Therefore, staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.
- Because the transfer of learning is not automatic for adults, it must be planned for and facilitated. Therefore, coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

### \*\*Other helpful information from research:

- Adults learn and retain:
  - Ten percent of what we hear.
  - Fifteen percent of what we see.
  - Twenty percent of what we both see and hear.
  - Forty percent of what we discuss with others.
  - Eighty percent of what we experience directly or practice.
  - Ninety percent of what we attempt to teach others.
- Effective staff development should build in purposeful redundancy particularly repeating the same ideas in differing forms of presentation.
- Effective professional development is ninety percent effective when opportunity to practice with feedback or coaching is provided with a real situation (clinical experience). Concrete experiences and coaching are available during and after the professional development offering.
- Effective professional development is experiential using both simulated practice with group critique or video tape review and opportunity to test one's own environment.
- Effective professional development involves a challenging activity which provides opportunity for:
  - a first-time experience.
  - demanding or extending performance.
  - a reasonable risk of failure in an accepting environment.



- Effective professional development provides models of excellence. Leaders teach by modeling.
- Effective professional development is rewarding to participants, and they believe that the learning will help them become more effective.
- Effective professional development includes human development activities to set a climate of warmth, trust, and enhanced self-esteem.
- Effective professional development is personalized and accommodates individual participant needs and learning styles.
- Effective professional development is partially self-directed, so that adults have at least some control over their own learning.
- Effective professional development integrates new information and knowledge with applied practice and performance.
- Effective professional development is results- or goal-focused. All activities are strategically selected to attain predetermined intentional outcomes.
- Effective professional development attempts to change perceptions where destructive beliefs and attitudes exist.

### THE PROFESSIONAL DEVELOPMENT PLAN AND ACTIVITIES

Each professional development activity that is included in the PDC's Professional Development Plan (both district-level and school-level) needs to be carefully planned. The following are tips from practice that can, in a sense, provide a checklist for your use.

In **planning** the professional development program did you:

- Identify a planning team including consultant and representative teachers?
- Identify a credible person to lead the professional growth program?
- Summarize data collected from teachers and submit to planning team?
- Consult research and validate programs as meeting specific goals before scheduling them?
- Consider providing a variety of activities such as short lecture, group work, role-play, demonstration, simulation, etc.?
- Plan for individual differences?
- Plan for teachers to have choices?
- Build in time for group interaction?
- Identify ways to communicate workshop objectives and expectations to potential participants prior to inservice program?
- Select a location that would be conducive to workshop and convenient to participants?
- Arrange for appropriate equipment, supplies, and refreshments?

In **implementing** the professional growth program, did you allow for:

- Participants to make the role change from teacher to learner?



## Notes

- Participants to know “Who is here and why?” and “What are our resources?”
- Feedback from participants concerning their attitudes, feelings, and knowledge during the program?
- Deviation from the plan to allow for meeting emerging needs of participants?
- Participants to work with a variety of people and other resources?
- Participants to process learning and discuss application to their own classroom settings individually and in groups?

When planning for the completion of the professional growth program, did you provide:

- An opportunity for participants to evaluate the program?
- A method for determining which expected outcomes were achieved?
- A data collection summary on the effects of the program after participants returned to their classrooms/schools?
- Follow-up activities with teachers through newsletters, visitations, and report of evaluations?
- Information about the activities to school leaders with suggestions on how administrators might provide support for teachers?



## Section G-10



# Five Levels of Program Evaluation



## Notes

## Five Levels of Program Evaluation

				Student Outcomes
Reactions	Learning	Org. Support & Change	Use of New Knowledge & Skills	
<ul style="list-style-type: none"><li>•questionnaires</li><li>•rating scales</li><li>•feedback sheets</li></ul> <p>_____</p> <p>What did I like about this session?</p> <p>Did the material make sense?</p> <p>Were the activities meaningful?</p> <p><b>Level 1</b></p>	<ul style="list-style-type: none"><li>•paper/pencil assessments</li><li>•simulations</li><li>•skill demonstrations</li><li>•oral/written personal reflections</li><li>•examination of professional portfolios</li></ul> <p>_____</p> <p>2-3 things I learned from this session:</p> <p><b>Level 2</b></p>	<ul style="list-style-type: none"><li>•district/school records</li><li>•minutes from follow-up mtgs</li><li>•questionnaires</li><li>•structured interviews with participants and/or school administrators</li></ul> <p>_____</p> <p>Is what I learned aligned with the District Improvement Plan and/or District mission?</p> <p>In what ways have I been or am I encouraged or supported in implementing this change?</p> <p><b>Level 3</b></p>	<ul style="list-style-type: none"><li>•questionnaires</li><li>•structured interviews</li><li>•oral/written personal reflections</li><li>•examination of participants' journals or portfolios</li><li>•direct observation</li><li>•video and/or audiotapes</li></ul> <p>_____</p> <p>In what ways have I used the information I learned?</p> <p><b>Level 4</b></p>	<ul style="list-style-type: none"><li>•assessment results</li><li>•student portfolio evaluation</li><li>•grades</li><li>•standardized test results</li><li>•assessment of students' self-concept</li><li>•school attendance</li><li>•homework completion rates</li><li>•classroom behaviors</li><li>•disciplinary actions</li><li>•detention and/or dropout rates</li></ul> <p>_____</p> <p>What was the impact on students?</p> <p><b>Level 5</b></p>

Information taken from Guskey's article *The Age of Our Accountability*



## Section G-11



# Individual Teacher Portfolios



## Notes

## Individual Teacher Portfolios

Just as Missouri public school students must “show that they know” through mastery of the Show-Me Performance Standards Process Goals, teachers are also requested to document that they have provided “quality work” and are accountable professionals who are continuously improving. The items selected by an individual teacher for their personal professional portfolio are evidence of these behaviors.

In deciding what to include in a portfolio, teachers must reflect on their best work and determine what represents that work. A portfolio can become, then, a manifestation of a teacher’s professional philosophy, showing written and perhaps video work. A portfolio assembled in the context of the framework for professional practice can achieve more than one put together without such a framework (Danielson, C., 1996, *Enhancing Professional Practice: A Framework for Teaching*, Princeton Education Associates, Princeton, NJ, p.38)

Teacher portfolios can serve many purposes: for supportive information for employment, to assist mentees or coaching endeavors with peers, to apply for certification upgrades and as a tool to initiate self-reflection on the quality and goals for professional growth.

The following INTASC Standards (Developed by the Interstate New Teacher Assessment and Support Consortium) can serve as a framework for organizing the portfolios:

### *Standard #1 - Knowledge of Subject Matter*

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

### *Standard #2 - Knowledge of Human Development and Learning*

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

### *Standard #3 - Adapting Instruction for Individual Needs*

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

### *Standard #4 - Multiple Instructional Strategies*

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

### *Standard #5 - Classroom Motivation and Management Skills*

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### *Standard #6 - Communication Skills*

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.



*Standard #7 - Instructional Planning Skills*

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

*Standard #8 - Assessment of Student Learning*

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

*Standard #9 - Professional Commitment and Responsibility*

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

*Standard #10 - Partnerships*

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.



## Notes